

IMPLEMENTING AN ELEMENTARY AND MIDDLE-SCHOOL CLASSROOM-BASED INTERVENTION WITHIN SW-PBS: THE CW-FIT PROGRAM

HOWARD WILLS, UNIVERSITY OF KANSAS



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SESSION OBJECTIVES:

- LEARN THE CORE COMPONENTS OF THE CW-FIT INTERVENTION
- IDENTIFY INITIAL STEPS TO TAKE IN CONSIDERING ADOPTION AND INITIAL IMPLEMENTATION
- BECOME FAMILIAR WITH THE EVIDENCE SUPPORTING CW-FIT

MO SW-PBS Summer
Institute - 2018



MORE TIME | TO TEACH
TO LEARN

www.cwfit.ku.edu

IMPLEMENTATION PROCESS

ADAPTED FROM FIXSEN & BLASE, 2005

Exploration & Adoption

Installation

Initial Implementation

Full Implementation



CHALLENGES IN ELEMENTARY SCHOOLS

- Classroom management and problem behaviors are significant concerns for teachers.
- 50% of teachers spend more time with student misbehavior than they think they should.
- Many teachers report being underprepared in effective classroom management.
- Teachers often report leaving the profession due to problems with behavior management.



NEEDS IN SCHOOLS

- ~20% students in need of services
 - Only ~20% of these receive services
- Demands on educators
 - Insufficient resources, overworked
 - Limited time, academic requirements
- Ineffective Programs
 - Not evidence based (e.g., “fads”)
 - Reactive “get tough” approaches
 - Address problems too late, less responsive to treatment





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- [Middle School CW-FIT](#)
- [CW-FIT 中文](#)
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Learn about CW-FIT



Are you a member?

If you are already a member,

[Sign in Here](#)

Not a member? Join the team

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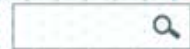
What is CW-FIT?

Class-Wide Function-related Intervention Teams (CW-FIT) is a classroom management system comprised of four research-based activities that improve class-wide engagement during academic instruction. CW-FIT includes:

1. Lessons teaching appropriate classroom behaviors and expectations,
2. Differential reinforcement through group contingencies,
3. Eliminating potential reinforcement for problem behaviors,

VIDEO





CW-FIT Teacher Training Folder

Left Side Pocket

[CW-FIT Teacher Training Agenda](#)

[CW-FIT Training Power Point \(pdf\)](#)

[CW-FIT Practice Fidelity](#)

[CW-FIT Procedural Fidelity Checklist](#) *updated*

[CW-FIT Start-up Procedural Fidelity Checklist](#)

[CW-FIT Lesson Scripts with Fidelity](#)

[CW-FIT Reminders](#)

[CW-FIT Gold Weekly Point Sheet with Fidelity](#)

Right Side Pocket

[Procedure for Assessing Student Reinforcers](#)

[Ideas for Reinforcer Menu](#)

[CW-FIT Hints Problems & Solutions](#)

[What if a Teacher Thinks it is Bribery?](#)

[Behavior Screening Ranking Form](#)

[Classroom Performance Survey](#)

[Goal, Point and Praise Worksheet](#)

[Start-up Worksheet](#)

Welcome Principal / PBIS Support Team

Principal/ PBIS Support Team Sections

- [Section 1 School-wide training](#) *updated*
- [Section 2 Classroom supplies](#)
- [Section 3 Videos](#)
- [Section 4 Data collection forms](#) *updated*
- [Section 5 Evaluation & Interview forms](#) *updated*

Welcome Teacher Amanda Lappin

Teacher Section

- [Section 1 Elementary School Teaching Scripts](#)
- [Section 2 Middle School Teaching Scripts](#)
- [Section 2 Videos](#)
- [Section 3 Reinforcer ideas](#)
- [Section 4 Problems and Solutions](#)
- [Section 5 Tier 2 Components](#) *updated*
- [Section 6 Classroom Supplies](#)

[Logout](#)

OVERVIEW OF CW-FIT

- Common functions maintaining problem behaviors:
 - Teacher attention
 - Peer attention
 - Escape
- Students not responding to CW-FIT (universal) receive **targeted strategies**:
 - Help cards
 - Self-management
 - Increased OTR
- **For students not responding to targeted strategies**:
 - Intensify/modify targeted strategies
 - Functional assessment



CW-FIT TEACHING SKILLS

- Direct instruction of skills to meet expectations
 - Define
 - Model
 - Role play
 - Feedback
 - Practice
- Teach and practice (3-5 days)
- Pre-correct at start of instruction
- Incidental teaching



Ignore Inappropriate Behavior



- 1 Keep a nice face.



- 2 Look away from the person.



- 3 Keep a quiet mouth.



- 4 Follow directions and do your work.

How To Get The Teacher's Attention



- 1 Look at the teacher.



- 2 Raise your hand.



- 3 Wait for the teacher to call on you.



- 4 Ask your question or give your answer.

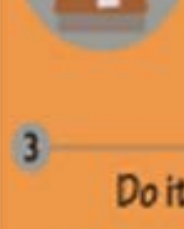
Follow Directions The First Time



- 1 Look at the teacher and listen.



- 2 Say OK in your head.



- 3 Do it now.



- 4 Check back, if needed.

CW-FIT PROGRAM

- Group Contingency
 - Teams
 - Daily point goal set
 - Points awarded every 2-5 minutes to groups in which all students are displaying behavioral skills at the beep
 - Reward given at end of class to all groups who met goal
- Teacher Praise



TEAMS

- Class is divided into 3-6 teams (2-5 students)
- Teams are usually “rows” or groups that the teacher may quickly and easily differentiate between.
- Some students may need to be on “their own team.”



TEACHERS SCORE & RECORD POINTS

- As the timer beeps, teachers scan the room and give points to each group actively engaged in appropriate behavior at that moment.
- Points are awarded contingent on entire group



REINFORCERS

STRONGLY ENCOURAGE QUICK ACTIVITIES OR PRIVILEGES

- Five minute of freeze dance game
- Five-minute class game (for teams that met the goal)
- Use of gel pens during the next academic lesson
- Tickets as part of a class or school-wide reinforcement system
- Reading with feet on the desk
- Bonus choice time



TIER TWO

- For students who are “nonresponsive”
 - Based on observational data
- Function based thinking
 - QABF – teacher ratings

• QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)

• Paclawskyj et al (2000)

Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

X = Doesn't apply 0 = Never 1 = Rarely 2 = Some 3 = Often

Score	Number	Behavior
	1.	Engages in the behavior to get attention.
	2.	Engages in the behavior to escape work or learning situations.
	3.	Engages in the behavior as a form of “self-stimulation”.
	4.	Engages in the behavior because he/she is in pain
	5.	Engages in the behavior because he/she is in pain

	Attention	Escape	Non-social	Physical	Tangible
6.	1. Attention	2. Escape	3. Self-stim	4. In pain	5. Access to items
7.					
8.	6. Reprimand	7. Do something	8. Thinks alone	9. When ill	10. Takes away
9.					
10.	11. Draws	12. Not do	13. Nothing to do	14. Physical problem	15. You have
11.	16. Reaction	17. Alone	18. Repetitive	19. Uncomfortable	20. Peer has
				21. Not feeling	25. “Give me



TIER TWO






Help Cards

- Addresses Escape/Avoidance
 - For students who need additional help with work
- Taught in small group booster session
- Peer or teacher help



Self-Management

- Addresses students with attention seeking behaviors
- Presented as a “privilege”
- Taught in small group booster session

Name:	Date:
Points:	
<u>CW-FIT Rules</u> Follow Directions   Get teacher attention (wait)  Ignore peer behaviors  Do your work 	
TOTAL Points:	Goal:



CONSIDERING ADOPTION

- Get Trained or Use Online Resources to Implement with Fidelity
- In School Demonstration/ Pilot



CONSIDERING ADOPTION AND INITIAL IMPLEMENTATION

○ 1st Elementary School

- Highly functioning PBS Model
- Well established Tier 2 Team
- Staff Presentation and Buy-In – expected fidelity up front, tool in their belts
- Supporting Initial Implementation – Utilizing Tier 2 team for follow up/follow through

- Learning game during less challenging time of day more successful
- Learning to use during time of day going fairly well

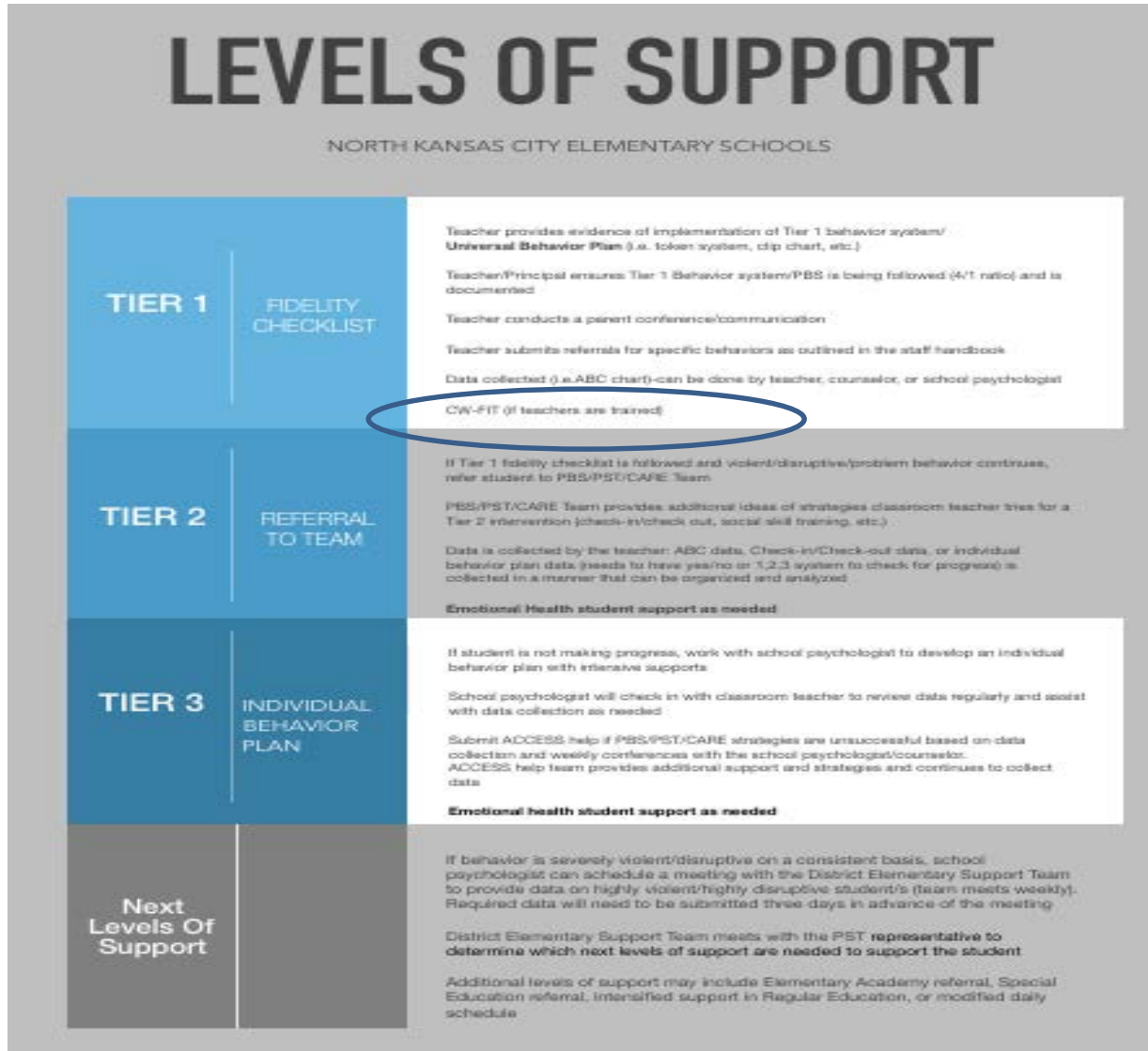


2ND ELEM SCHOOL LESSONS LEARNED

- School did not have fully implemented Tier 1
- Had newly formed Tier 2 team
- Go-Getters and reluctant converts important!
- Important Principal Moves
 - Communicating rationale and clear expectations
 - A team that can help support fidelity and monitor implementation
 - Data discussed at weekly Tier 2 meeting
 - Important to give feedback from walkthroughs
 - When teachers want to refer a student to Tier 2 team, CW-Fit is expected to be used prior to referral



TIERS OF SUPPORT



NKC Schools

NORTH KANSAS CITY SCHOOLS



CLASS-WIDE DATA YEARS 1-3

School	Teacher	Subject	Class Activity Code				Observer	Date	Time												
Condition: Experimental <input type="checkbox"/> Control <input type="checkbox"/>			Observation Type Baseline <input type="checkbox"/> Intervention <input type="checkbox"/> Comparison <input type="checkbox"/> Reversal <input type="checkbox"/>				Reliability Y <input type="checkbox"/> N <input type="checkbox"/>		Reliability Score %												
Praise Individual			Praise Group				Reprimand Individual		Reprimand Group												
Verbal			Verbal		Points		Verbal		Verbal												
Group	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	+																				
2	-																				
3																					
4																					
5																					
6																					
7																					
8																					

Code: plus (+) for On-Task; minus (-) for Off Task; and slash (/) for unable to observe

Class Arrangement:

Class Activity Codes = Arrangement

- LG = Large Group (teacher led)
- SG = Small Group ≤ 6 (teacher led)
- IA = Individual/Independent Work
- T = Transition

Primary Observer:

Reliability Observer:

Comments:

Class Mean

of students present:

Updated 6/28/2013



CW-FIT MULTI-SITE 4-YEAR STUDY

2012-2016

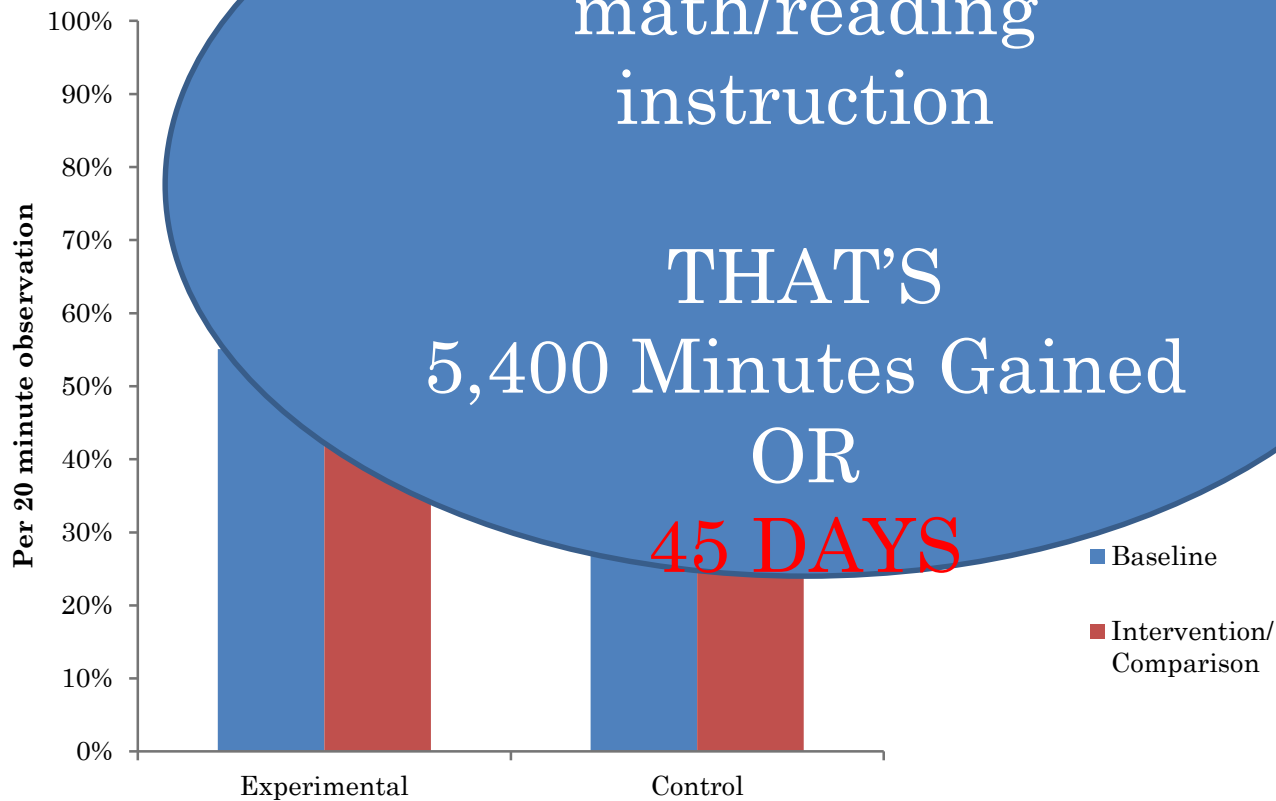
CLASS-WIDE ON-TASK

+ 25%

If 160 min /day of
math/reading
instruction

THAT'S
5,400 Minutes Gained
OR

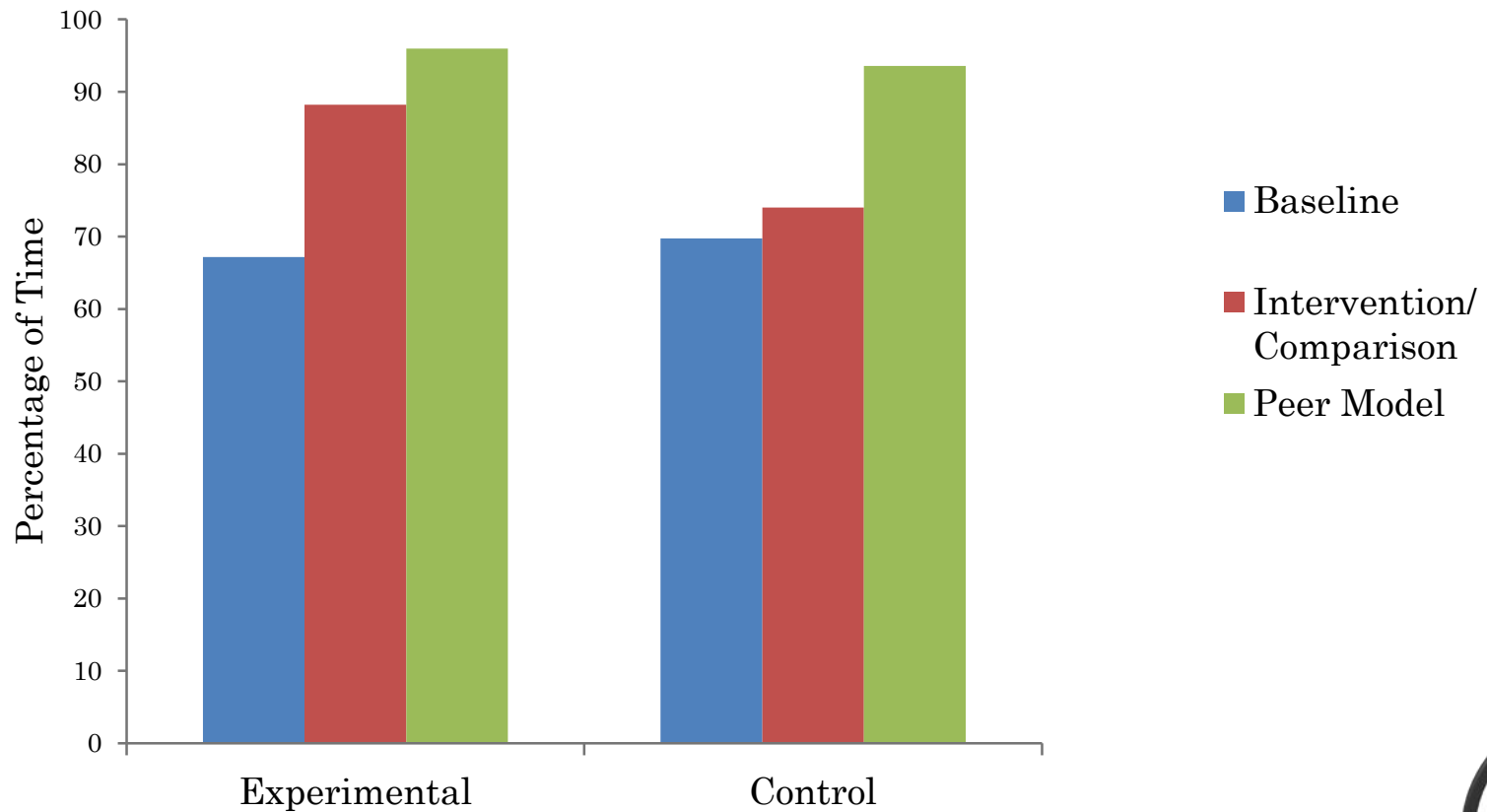
45 DAYS



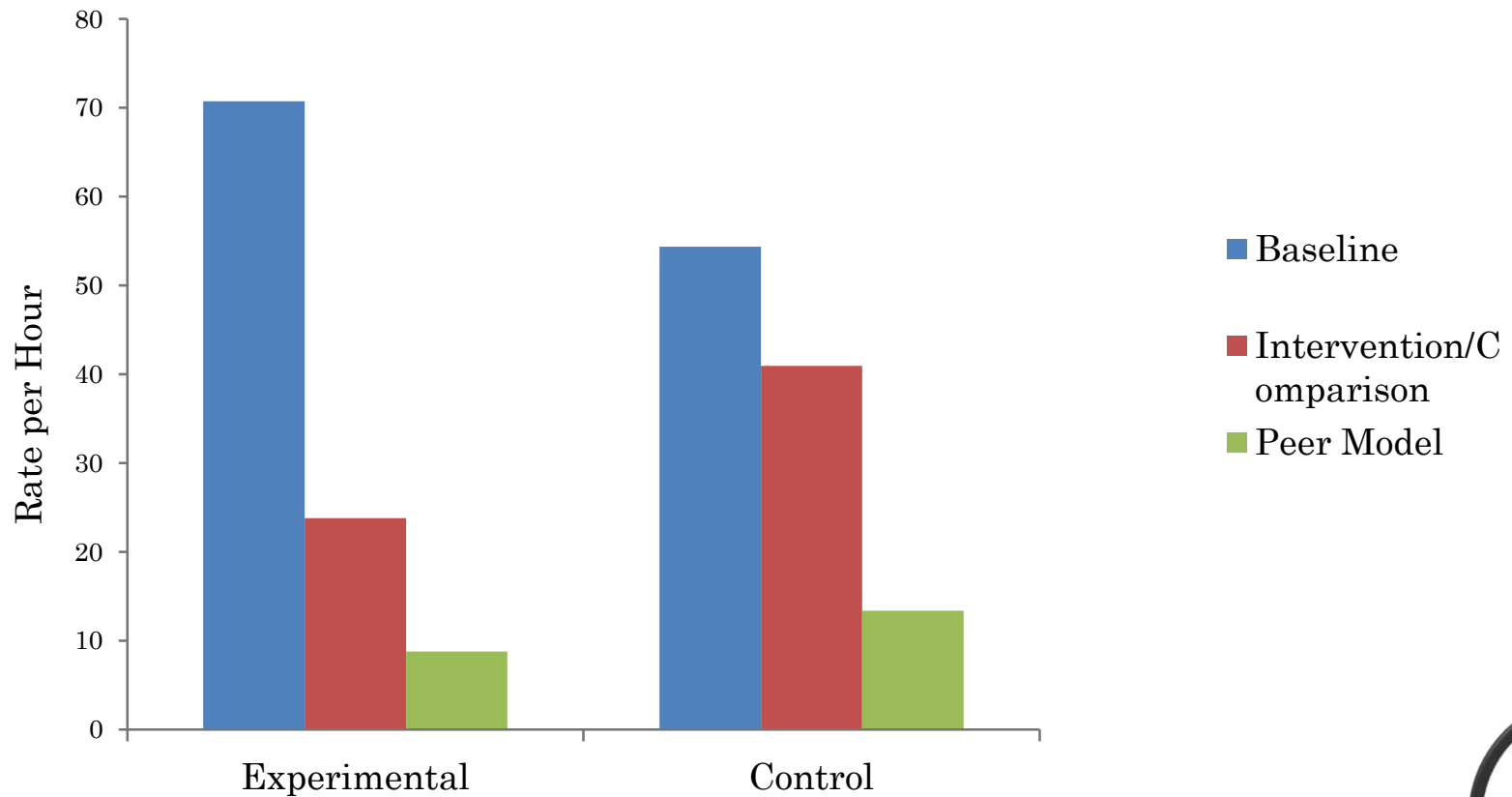
	Baseline	Intervention/ Comparison	Cohen's <i>d</i>
Experimental	Mean: 54.63% SD: 16.65	Mean: 79.52% SD: 11.73	1.73
Control	Mean: 55.45% SD: 14.38	Mean: 57.99% SD: 15.69	0.17



STUDENT ENGAGEMENT (OVER 550 STUDENTS)

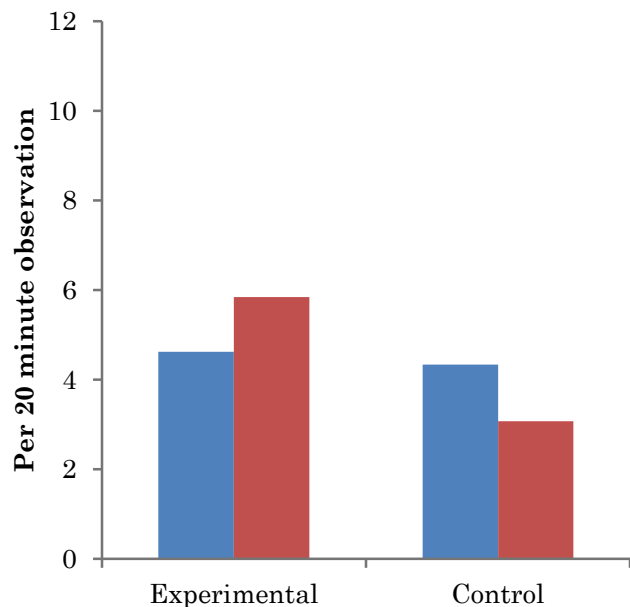


DISRUPTIVE BEHAVIOR

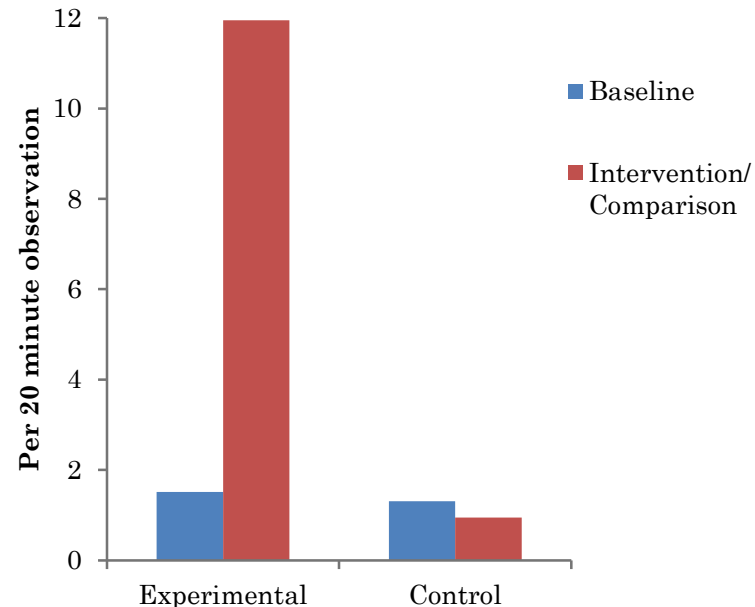


TEACHER PRAISE YEARS 1-3

Individual Praise



Group Praise



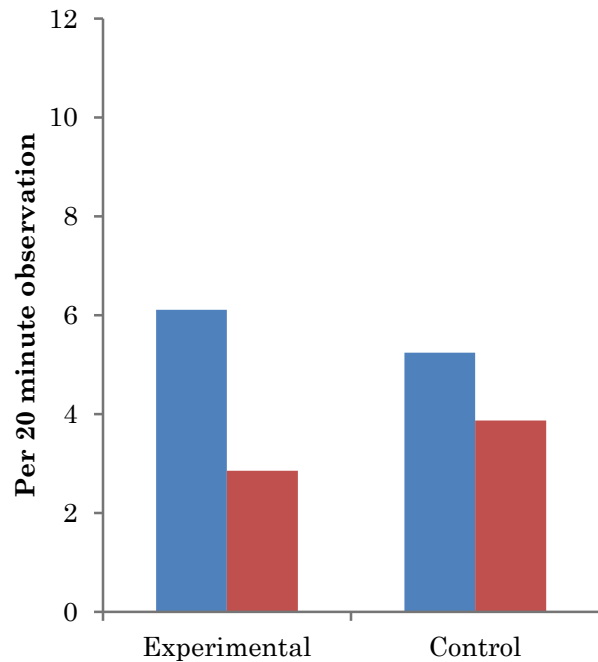
	Baseline	Intervention/ Comparison	Cohen's <i>d</i>
Experimental	Mean: 4.62 SD: 5.18	Mean: 5.74 SD: 6.44	0.19
Control	Mean: 4.33 SD: 5.38	Mean: 2.99 SD: 4.71	-0.27

	Baseline	Intervention/ Comparison	Cohen's <i>d</i>
Experimental	Mean: 1.52 SD: 2.23	Mean: 11.93 SD: 9.53	1.50
Control	Mean: 1.31 SD: 1.82	Mean: 0.87 SD: 1.53	-0.26

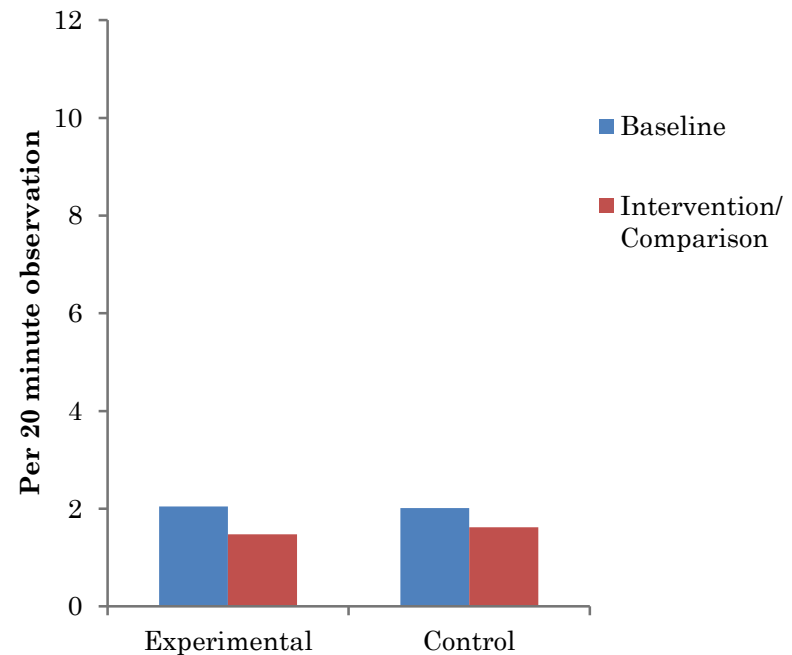


TEACHER REPRIMANDS YEARS 1-3

Individual Reprimands



Group Reprimands



	Baseline	Intervention/ Comparison	Cohen's <i>d</i>
Experimental	Mean: 6.12 SD: 5.96	Mean: 2.83 SD: 3.08	-0.69
Control	Mean: 5.25 SD: 4.51	Mean: 3.85 SD: 3.84	-0.33

	Baseline	Intervention/ Comparison	Cohen's <i>d</i>
Experimental	Mean: 2.05 SD: 2.25	Mean: 1.42 SD: 1.78	-0.31
Control	Mean: 2.01 SD: 2.32	Mean: 1.50 SD: 2.04	-0.04



IMPLEMENTATION FIDELITY

CW-FIT Fidelity Procedures	CW-FIT	Comparison
1. Skills are prominently displayed on posters	99%	0%
2. Precorrects on skills at beginning of session	90%	0%
3. Corrections are instructive and refer to skills	84%	0%
4. Team point chart displayed	99%	3%
5. Daily point goal posted	98%	0%
6. Self-management charts given/individuals	88%	0%
7. Timer used & set at appropriate intervals	99%	0%
8. Points awarded to teams for use of skills	99%	1%
9. Points tallied for teams	97%	1%
10. Winners immediately rewarded	69%	0%
11. Winners reward announced if delayed	91%	0%
12. Frequent praise (points) given	98%	7%
13. Behavior-specific praise given	94%	13%
14. Praise (points) to reprimand ratio is approximately 4:1	92%	5%

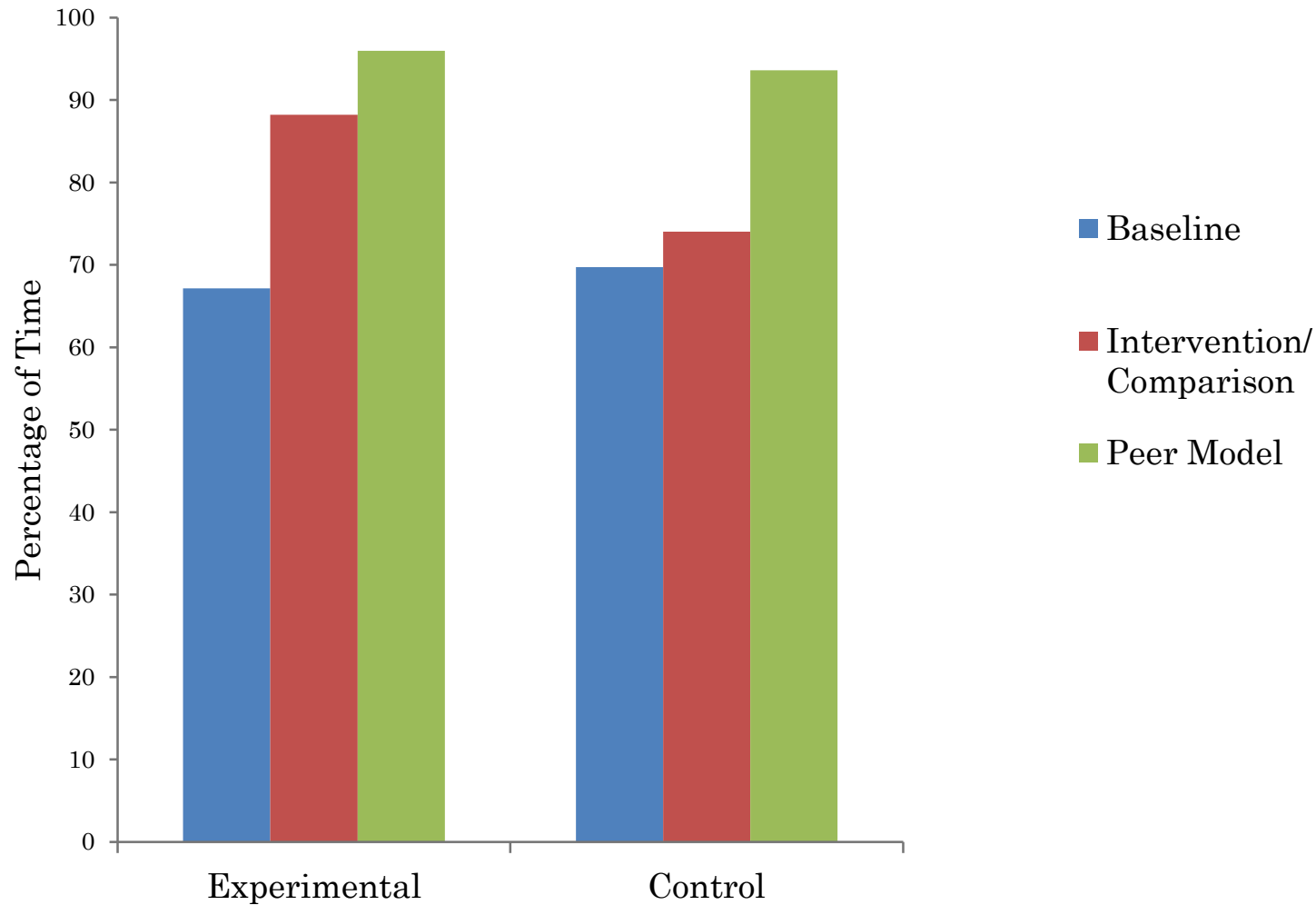


NUMBER OF STUDENTS OBSERVED ACROSS SITES

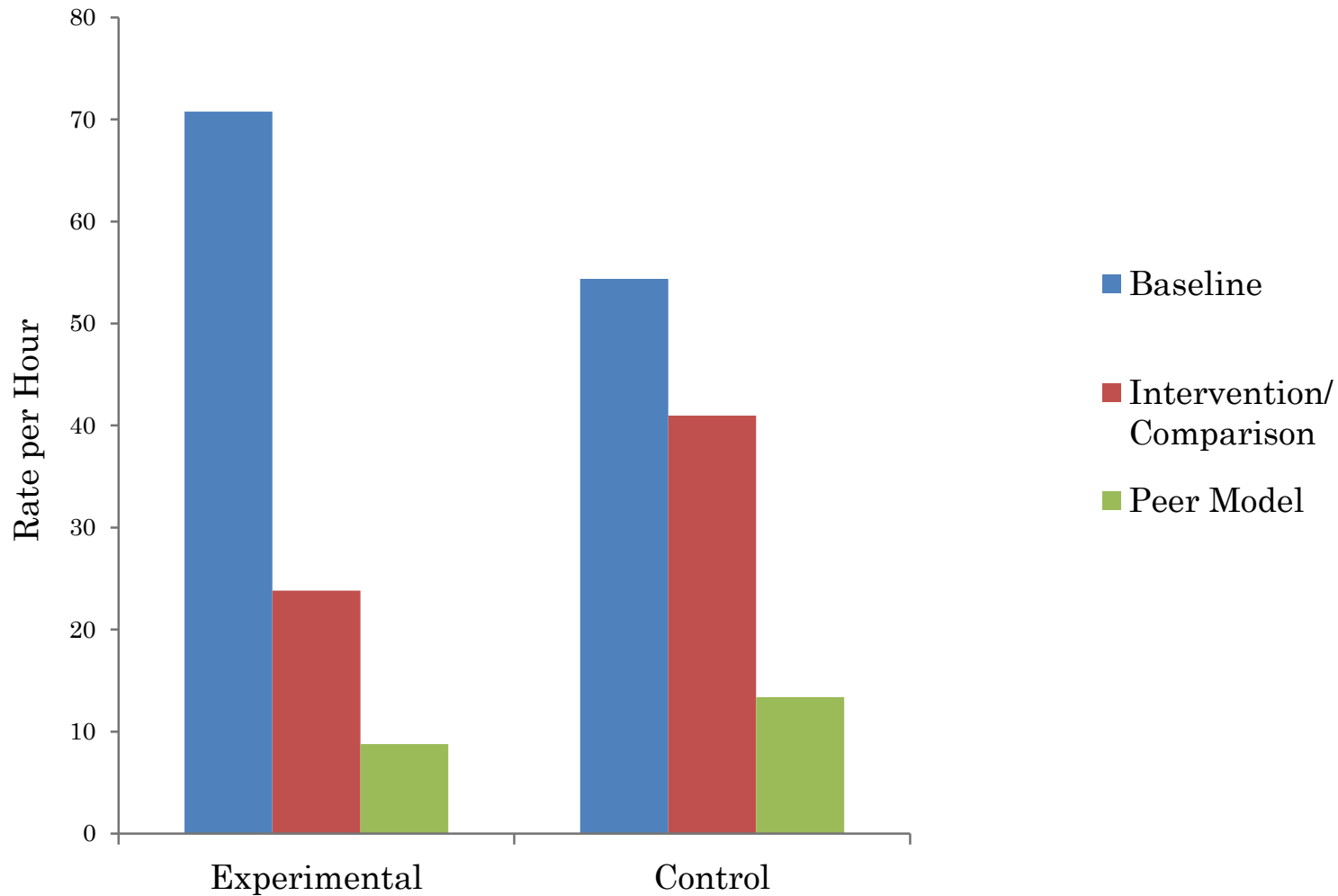
	Intervention Target Students	Control Target Students	Intervention Peer	Control Peer
KU	69	62	48	42
BYU	58	50	39	39
VU	46	42	31	29
Total	173	154	118	110



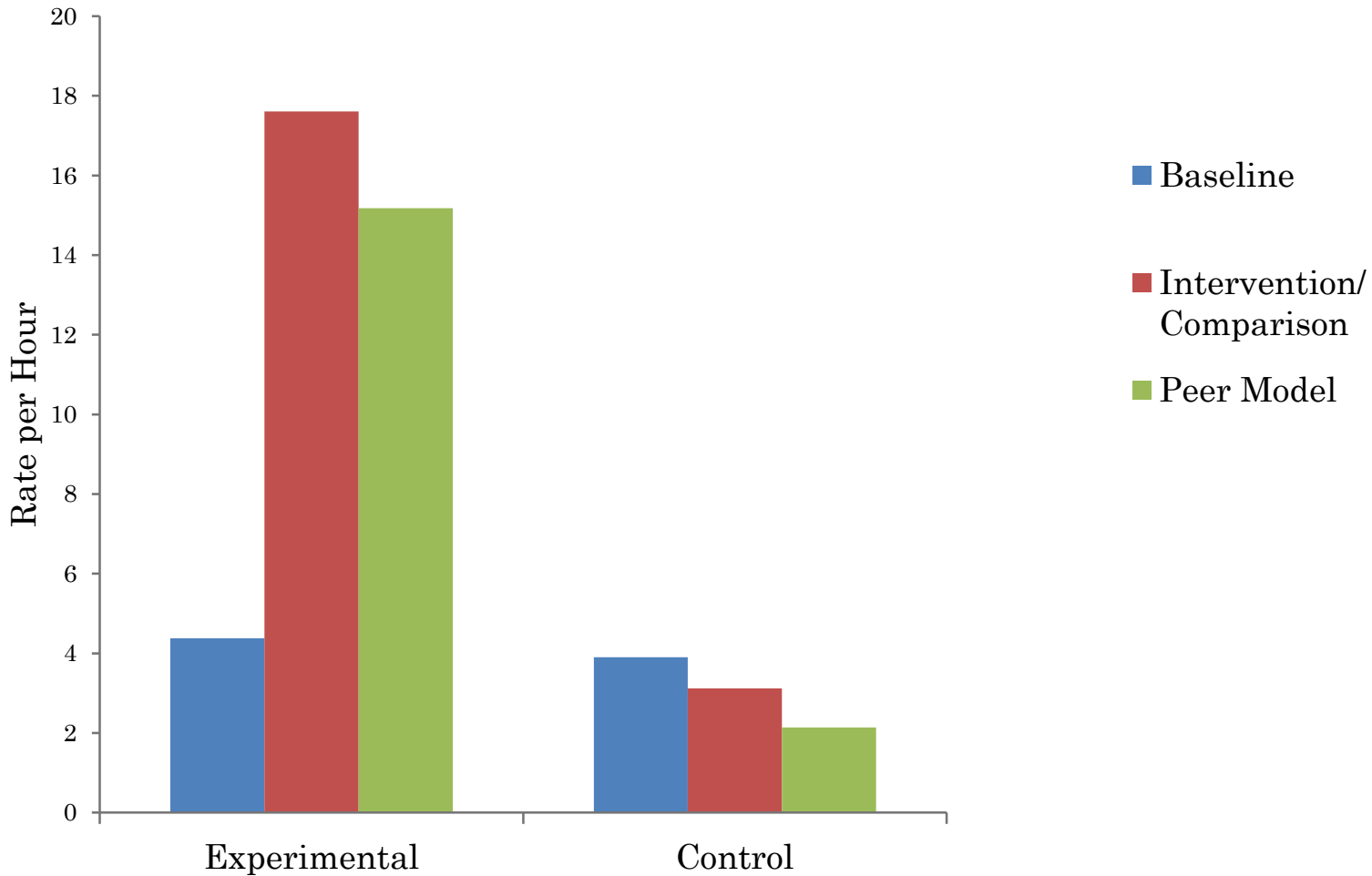
STUDENT ENGAGEMENT YEARS 1-3



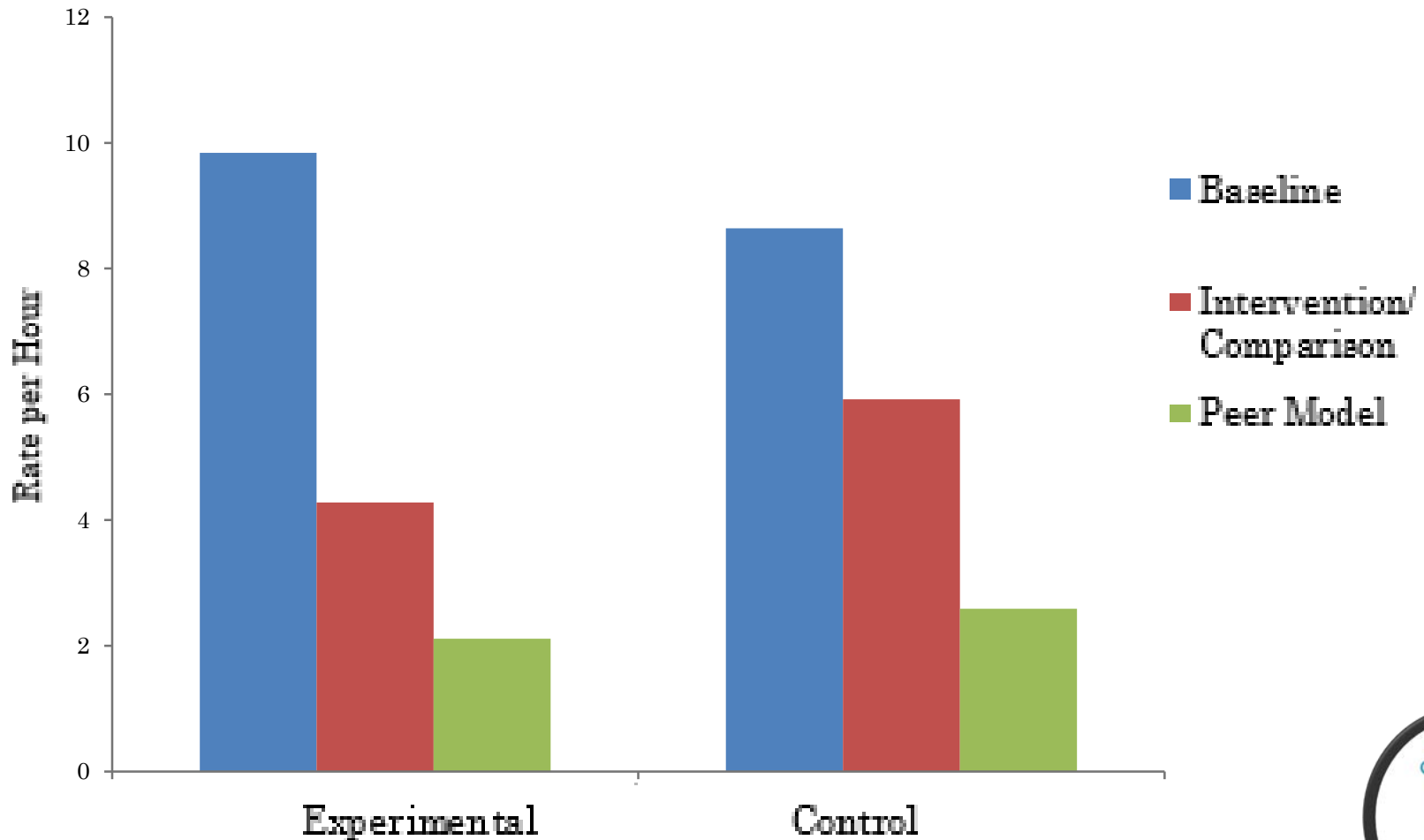
DISRUPTIVE BEHAVIOR YEARS 1-3



TEACHER PRAISE YEARS 1-3



TOTAL REPRIMANDS



TEACHER SATISFACTION & COMMENTS

- What was most helpful in learning to implement CW-FIT?
 - Modeling of intervention (videos or staff)
 - Consulting with staff
 - Practice
- Highly satisfied with results
- Spent less time attending to problem behavior
- Students were better behaved, improved climate
- Easy to implement

- “This worked really well... groups improved in what work they were able to complete.”
- “It was helpful to get some students to follow directions and it is good team building.”
- “We play CW-FIT during Math and they improved their scores more than ever in Math this time...I am going to start playing during reading too!”



STUDENT SATISFACTION & COMMENTS

- Liked the game (Over 92%)
- Requested to play it at other times of the day
- Students replicated the game during recess and at home

- “When we play the game my teacher is nice.”
- “I like getting rewards for being good.”
- “It makes me pay attention better.”



POSITIVE STUDENT COMMENTS

- Enjoy CW-FIT
 - “It’s fun and gives children a chance to learn good habits.”
- Teamwork
 - “It helped me get to work as a team with other people and make more friends.”
- Academics
 - “It helped me concentrate when I was writing.”
- Rewards
 - “Kids like prizes, and although they might mind if they have to follow rules, it’s a fun challenge and the reward is worth it.”



Component 1 - Lessons

To identify on-task behavior, you will teach two lessons; one on Respect and one on how to Follow Directions. You will refer back to these behaviors throughout CW-FIT.

Each lesson will have:

- Definition
- Rationale
- Student Participation
- Review



MS CW-FIT Expectation Lesson Script - Teaching Lesson (10 minutes maximum)

Today we are going to review our Expectation _____.

In your groups, I want you to discuss what _____ looks like in our classroom.

I am going to give you 2 minutes. When the timer goes off, I will ask each group to give me an example of what _____ is. Or I will ask you why _____ is important.

Definition and Rationale

Okay, 2 minutes is up. (Ask each group to share **definition** and **rationale**)

Student Participation

(Groups share)

Those were great!

(Option: You can write down key words/phrases if the expectation steps are not already posted in the classroom)

Review

Let's do our best to show _____ in our classroom by ____ (read the steps on the poster)



MS CW-FIT Start-Up Worksheet

Start Date: _____

CW-FIT Days/Time & Subject: M T W R F _____
(Circle all that apply) (Start & stop time) (Subject)



<i>Skills in order to be taught:</i>	<i>Goal:</i>	<i>Reward:</i>
1.		
2.		

Rewards and Incentives: Create a rewards menu for your classroom

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



IMPLICATIONS

- It generally isn't hard to learn to implement CW-FIT
- YET teachers that really need support in implementing need it up front (first two weeks are critical)
- So they establish good habits and that they implement with ease yet with quality of implementation.
- School teams will want to monitor broadly and monitor more closely for classes that a) show low fidelity /quality early on b) have a tough group of students.



CW-FIT Evaluation – Interview/Observations

	Staff questions						Location Observations	
Teacher	How many times a week do you use CW-FIT?	How many minutes a week do you use CW-FIT?	SCORING $4X + 120 = 2$ $4X + < 120 = 1$ $< 4x + 120 = 1$ $< 4x + < 120 = 0$	Do you use the timer?	What is a common reward?	On a scale of 1-4, 4 being the highest, rate the improvement in student engagement during CW-FIT.	Are the skill posters on display?	Is the point sheet on display?
1				Y N			Y N	Y N
...18				Y N			Y N	Y N
Total								

	Student questions											
Teacher	What are the CW-FIT rules? Record # of rules known.	Total	Do you like it when your teacher does CW FIT?	Total	Did your team receive a CW FIT reward in the past week?	Total	Are you on a CW FIT team?	Total				
1			Y N Y N Y N Y N		Y N Y N Y N Y N		Y N Y N Y N Y N					
...15			Y N Y N Y N Y N		Y N Y N Y N Y N		Y N Y N Y N Y N					
Total			Total		Total		Total					



Linden West Follow-up Study

Question	Data Source	Score (0-2*)
1. Does 90% of staff indicate using CW-FIT 4x a week and for 120 minutes.	Interviews Fidelity Forms	Year 1= 2 Follow-up = 1
2. CW-FIT posters on display.	Observations	Year 1= 2 Follow-up = 2
3. CW-FIT point sheet is on display.	Observations	Year 1= 2 Follow-up = 2
4. The timer is being used in 90% of classrooms.	Interviews	Year 1= 2 Follow-up = 2
5. Can at least 3 of the 4 students per teacher state 2/3 CW-FIT rules?	Interviews	Year 1= 2 Follow-up = 2
6. Can at least 3 of the 4 students per teacher identify their CW-FIT team?	Interviews	Year 1= 2 Follow-up = 2
7. Do 3 of the 4 students per teacher indicated they have received a reward for CW-FIT behaviors during the past week?	Interviews Fidelity Forms	Year 1= 2 Follow-up = 2
*0=0-50% of teachers, 1=51-89%, 2=90-100%		



Linden West Follow-up Study

Question/data	Year 1	Follow-Up
How many times a week do you use CW-FIT?	4.1	3.8
How many minutes do the sessions average?	49	49.5
How many total minutes is CW-FIT in use?	203	182
On a scale of 1-4 (4 being highest), rate the improvement in student engagement during CW-FIT.	3.7	3.4
Mean # of skills students know (interviews).	2.3	2.3
Mean # of students who remembered 2 or more CW-FIT rules (out of 4 interviewed).	3.4	3.1
Mean class-wide On-Task behavior.	84.9%	84.3%
Mean procedural fidelity.	95.9%	89.9%



Sustainability Factors

- ◎ Active SWPBS team met regularly
- ◎ Principal was supportive, encouraged adoption and large number of teachers implemented (n=14)
- ◎ SWPBS team reviewed Interventions e.g., Check in Check out, CW-FIT
- ◎ Active Grade level teams met regularly, provided a forum for discussing CW-FIT
- ◎ Instructional coach observed CW-FIT while observing content area classes
- ◎ Principal, team assigned teachers to train CW-FIT in follow-up year



QUESTIONS AND COMMENTS



THANK YOU!

Dr. Howard P. Wills

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Gardens Children's Project

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RCT EFFICACY PUBLICATIONS

- Kamps, D., Wills., H., Bannister, H., Heitzman-Powell, L., Kottwitz, E., Hansen, B., & Fleming, K. (2014). Class-Wide Function-Related Intervention Teams “CW-FIT” efficacy trial outcomes. *Journal of Positive Behavior Interventions*. DOI: 10.1177/1098300714565244
- Wills, H., Kamps, D., Fleming, K., & Hansen, B. (accepted). *Student and Teacher Outcomes of the Class-wide Function-Related Intervention Team Program*. *Exceptional Children*.
- Wills, H., Wehby, J., Caldarella, P., Kamps, D., & Swinburne Romine, R. (2018). Classroom Management That Works: A Replication Trial of the CW-FIT Program. *Exceptional Children*, 0014402918771321.



TIER 2 RESULTS

- Students at risk for EBD improve on-task and reduce disruptive behaviors when adding self-management or help cards to CW-FIT.
- Kamps, D., Wills, H., Heitzman-Powell, L., Laylin, J., Szoke, C., Hobohm, T., & Culey, A. (2010). Class-Wide Function-based Intervention Teams: Effects of group contingency programs in urban classrooms. *Journal of Positive Behavior Interventions*, 13, 154-167.
- Wills, H. P., Kamps, D., Hansen, B. D., Conklin, C., Bellinger, S., Neaderhiser, J. & Nsubuga, B. (2010). The Class-wide Function-based Intervention Team (CW-FIT) Program. *Preventing School Failure*, 54, 154-171.
- Kamps, D., Conklin, C., & Wills, H. (2015). Use of self-management with the CW-FIT group contingency program. *Education and Treatment of Children*, 38, 1, 1-32.



OTHER FINDINGS

- CW-FIT is a useful intervention when used multiple times during the class day.^a
- CW-FIT variations are effective in secondary settings.^b
- CW-FIT variations are effective in preschool settings.^c

^a Wills, H., Shumate, E., Iwaszuk, W., & Kamps, D. (2014). CW-FIT: Group contingency effects across the day. *Education and Treatment of Children*, 37, 191-210.

^b Trevino-Maack, S., Kamps, D., & Wills, H.P. (2014). A group contingency plus self-management intervention targeting at-risk secondary students' class-work and active responding. *Remedial and Special Education*. DOI 10.1177/0741932514561865.

^c Caldarella, P., Williams, L., Hansen, B. D., & Wills, H. P. (in press). Managing student behavior in early elementary classrooms with Class-Wide Function-Related Intervention Teams. *Early Childhood Education Journal*.

